

মহাপুরুষ শ্রীমন্ত শঙ্করদেব বিশ্ববিদ্যালয়
MAHAPURUSHA SRIMANTA SANKARADEVA VISWAVIDYALAYA



SYLLABUS OF MSSVRAT

Paper- II

Programme: Ph.D. in Education

Department of Education

Code: RAT-EDU-02

Subject: Education

Total Marks: 50

Unit 1: Philosophical foundation of Education

- A. Contribution of the following Indian Schools of philosophy with special reference to educational aims and methods of acquiring valid knowledge, curriculum, discipline and role of teachers
 - 1. Samkhya
 - 2. Yoga,
 - 3. Vedanta,
 - 4. Buddhism,
 - 5. Jainism
- B. Contribution of Western schools of thoughts and their contribution to Education with special reference to educational aims and methods of acquiring valid knowledge, curriculum, discipline and role of teachers
 - 1. Idealism,
 - 2. Realism,
 - 3. Naturalism,
 - 4. Pragmatism,
 - 5. Existentialism)
- C. Contributions of Indian philosophers to educational thought:
 - 1. Aurobindo Ghosh
 - 2. Mahatma Gandhi
 - 3. Rabindra Nath Tagore
 - 4. Swami Vivekananda
- D. Contributions of Western philosophers to educational thought
 - 1. Aristotle
 - 2. Friedrich Froebel
 - 3. John Dewey
 - 4. Jean-Jacques Rousseau

Unit 2: Psychological foundation of Education

Schools of psychology and their bearing in education:

- 1. Structuralism
 - 2. Functionalism
 - 3. Behaviourism
 - 4. Gestalt Schools of Psychology
 - 5. Psycho-analysis
 - 6. Cognitive Psychology
- A. Learning and motivation:
- 1. Theories of learning – Thorndike's connectionism; Pavlov's classical and Skinner's Operant conditioning; Learning by insight; Hull's reinforcement theory and Tolman's theory of learning; Lewin's – Field theory and Constructivism theory.
 - 2. Gagne's Hierarchy of Learning.
 - 3. Factors Influencing Learning.
 - 4. Learning and Motivation.
 - 5. Transfer of learning and its theories

- B. Intelligence and education for exceptional children:
 1. Concept and nature of Intelligence
 2. Theories of Intelligence- Unitary Theory, Spearman's Two-factor Theory, Thurstone's Group Factor Theory, Thorndike's Multifactor Theory and Guildford's Structure of Intellect and Piagetian Theory of Intellectual Development.
 3. Concept and Nature of Multiple Intelligence, Emotional Intelligence and Social Intelligence.
 4. Metacognition and Creativity, Critical thinking.
 5. Theory of Intelligence by Sternberg
- C. Personality, mental health and hygiene and adjustment:
 1. Concept and nature of Personality
 2. Factors affecting Personality
 3. Theories of Personality-
 - i. Type and Trait Theories
 - ii. Psychoanalytic approach of Freud,
 - iii. Behavioural Approach- Miller, Dollard and Bandura
 - iv. Humanistic Approach- Roger and Maslow
 4. Concept, Nature and Significance of Mental Health and Hygiene
 5. Concept, Nature and Process of Adjustment
 6. Conflicts and Defense Mechanism of Process of Adjustment

Unit 3: Development of Indian education

- A. Educational Development of India- After Independence:
 1. Constitutional Provision for Education
 2. University Education Commission (Radhakrishnan Commission) Report
 3. Secondary Education Commission (Mudaliar Commission) Report
 4. Indian Education Commission Report (Kothari Commission)
 5. National Policy on Education, 1986
 6. National Policy of Education, 1992
 7. Yashpal Committee Report, 2009
 8. National Policy on Education, 2020
- B. Education in the 21st century:
 1. Sarva Shiksha Abhiyan (SSA)
 2. The National Knowledge Commission Report, (2006)
 3. Committee to Advice on Renovation and Rejuvenation of Higher Education- Recommendation
 4. The Right to Free and Compulsory Education Act, (2009)
 5. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
 6. Rashtriya Ushatar Shiksha Abhiyan (RUSA)
- C. Inclusive Education:
 1. Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education,
 2. Legal Provisions: Policies and Legislations
 3. (National Policy of Education (1986),
 4. Programme of Action of Action(1992),
 5. Persons with Disabilities Act (1995),
 6. National Policy of Disabilities (2006),

7. National Curriculum Framework (2005),
8. Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992),
9. Inclusive Education under Sarva Shiksha Abhiyan (SSA)

Unit 4: Development of Indian education

A. Social educational outcomes:

1. Concept and Nature of Culture, Difference between culture and civilization,
2. Enculturation and Acculturation,
3. Cultural lag and Cultural diffusion
4. Nature of Social Change; Factors affecting Social Change; Role of Education in bringing about Social Change
5. Concept of Equality of Educational Opportunity
6. Educational Diversities (gender, caste, demographic, religion as well as language) and Educational and Social remedies in regard to these diversities.

B. Educational & social developments:

1. Contemporary Issues: Literacy and Social Development, Compulsory Education, Issues and perspectives in School and Primary & Higher Education, the State and Higher education,
2. Education-autonomy
3. Concept of Democracy, Interrelationship of Education and Democracy, Education for Democracy: Ways and Means
4. Equity: Opportunities in Education in India

C. Theoretical framework and perspectives in the sociology of education:

1. Structural-functionalism
2. Conflict/Marxism
3. Phenomenology/Interactionism
4. Post modernism
5. Feminism
6. Alternatives in education & perspectives of Paulo Friere and Ivan Illich

Unit 5: Contemporary concerns in education

A. Educational Management and Administration:

1. Meaning, Principles, Functions and importance of educational administration
2. Institutional building,
3. POSDCORB, CPM, PERT, SWOT analysis, Taylorism,
4. Administration as a process,
5. Administration as a bureaucracy,
6. Human relations approach to Administration,
7. Organisational compliance, development and climate

B. Concept of Educational Technology (ET) as a Discipline:

1. Information Technology, Communication Technology & Information and Communication Technology
2. Instructional Technology,
3. Applications of Educational Technology in formal, non formal (Open and

- Distance Learning), informal and inclusive education systems,
- 4. Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky),
- 5. Relationship between Learning Theories and Instructional Strategies

C. Pedagogy, Pedagogical Analysis:

- 1. Concept and Stages of Teaching,
- 2. Meaning, Need and its implications in Teacher Education,
- 3. Levels of Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model),
- 4. Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning,
- 5. Theory of Andragogy (Malcolm Knowles), the Dynamic Model of Learner Autonomy

D. Curriculum

- 1. Concept and Principles of Education; Strategies of curriculum.
- 2. Stages of Curriculum
- 3. Foundation of Curriculum Planning: Philosophical, Psychological, Sociological Bases.
- 4. Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development
- 5. Meaning and types of Curriculum change, Factors affecting curriculum change,
- 6. Approaches to curriculum change,

E. Concept and nature of research:

- 1. Meaning, Nature and Limitations of Research
- 2. Meaning, Steps and Characteristics of Scientific Method.
- 3. Concept and Significance of Fundamental Research, Applied Research and Action Research, Exploratory, Explanatory, Descriptive.
- 4. Need, Purpose and Scope of Educational Research
- 5. Concept of Qualitative and Quantitative Research, Interdisciplinary and Multidisciplinary.
- 6. Types of Scientific Method.
- 7. Concept & Types of Variables

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